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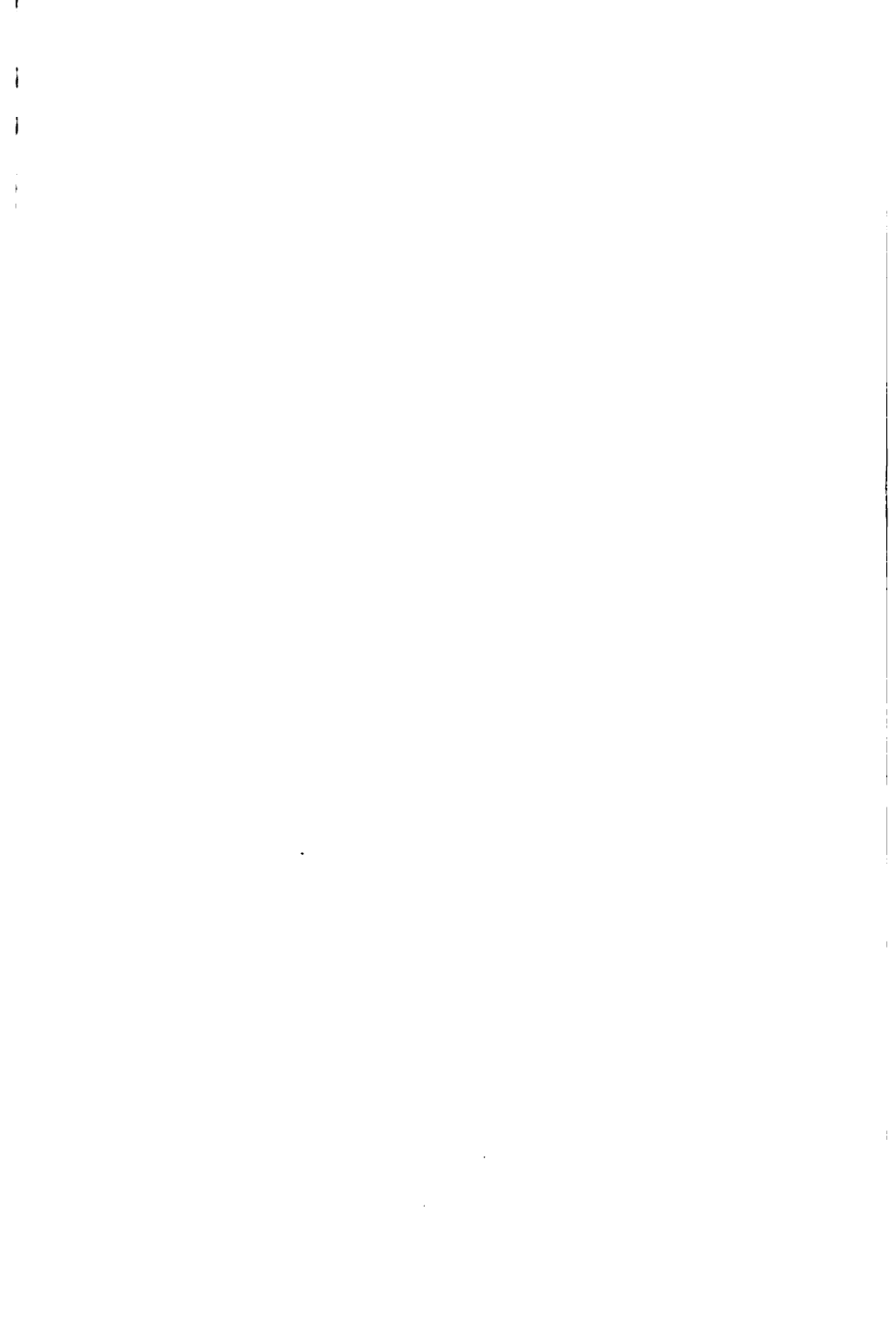
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# Students' Life and Work

IN

THE UNIVERSITY OF CAMBRIDGE

## Two Lectures

BY

KARL BREUL, M.A., Litt.D., Ph.D.,

CAMBRIDGE UNIVERSITY READER IN GERMANIC

Cambridge

BOWES & BOWES, TRINITY STREET

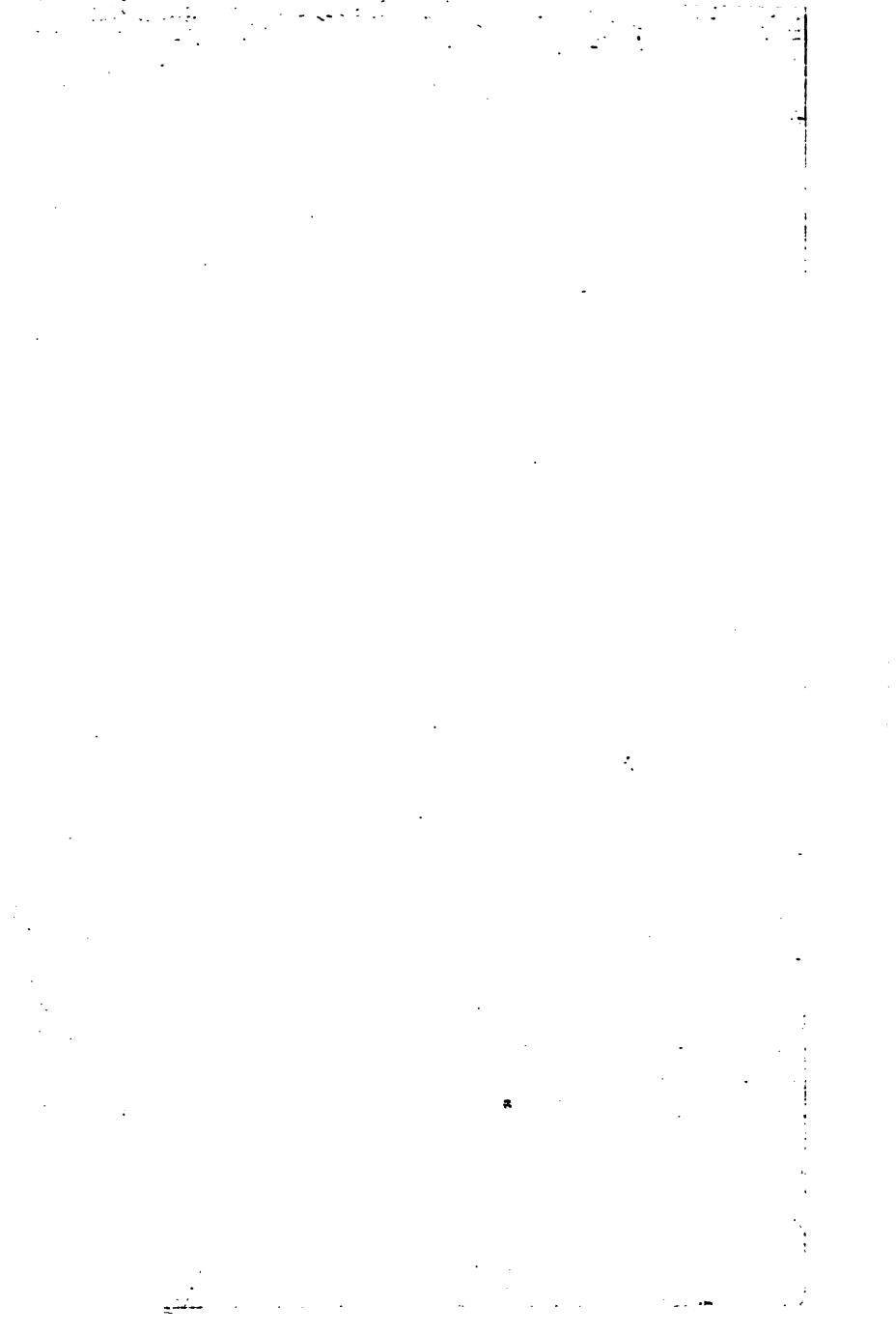
1908

ONE SHILLING NET

THE UNIVERSITY OF CHICAGO PRESS

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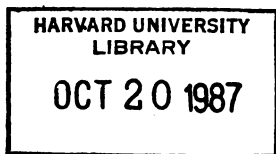
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## Preface.

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The short account of our Students' Life and Work was originally intended to serve as a first information for the students, British and foreign, who attended the University Extension Summer Meeting in July and August. The two lectures delivered to them have at their special request been printed in exactly the same form in which they were given. It was not my intention to deal this time with the origins and the development of the University. This interesting subject may perhaps at some future time be treated in another couple of lectures. A bibliography has been added which should prove useful to such readers as are anxious to study at greater length any of the questions touched upon in these lectures.

K. B.

*August, 1908.*

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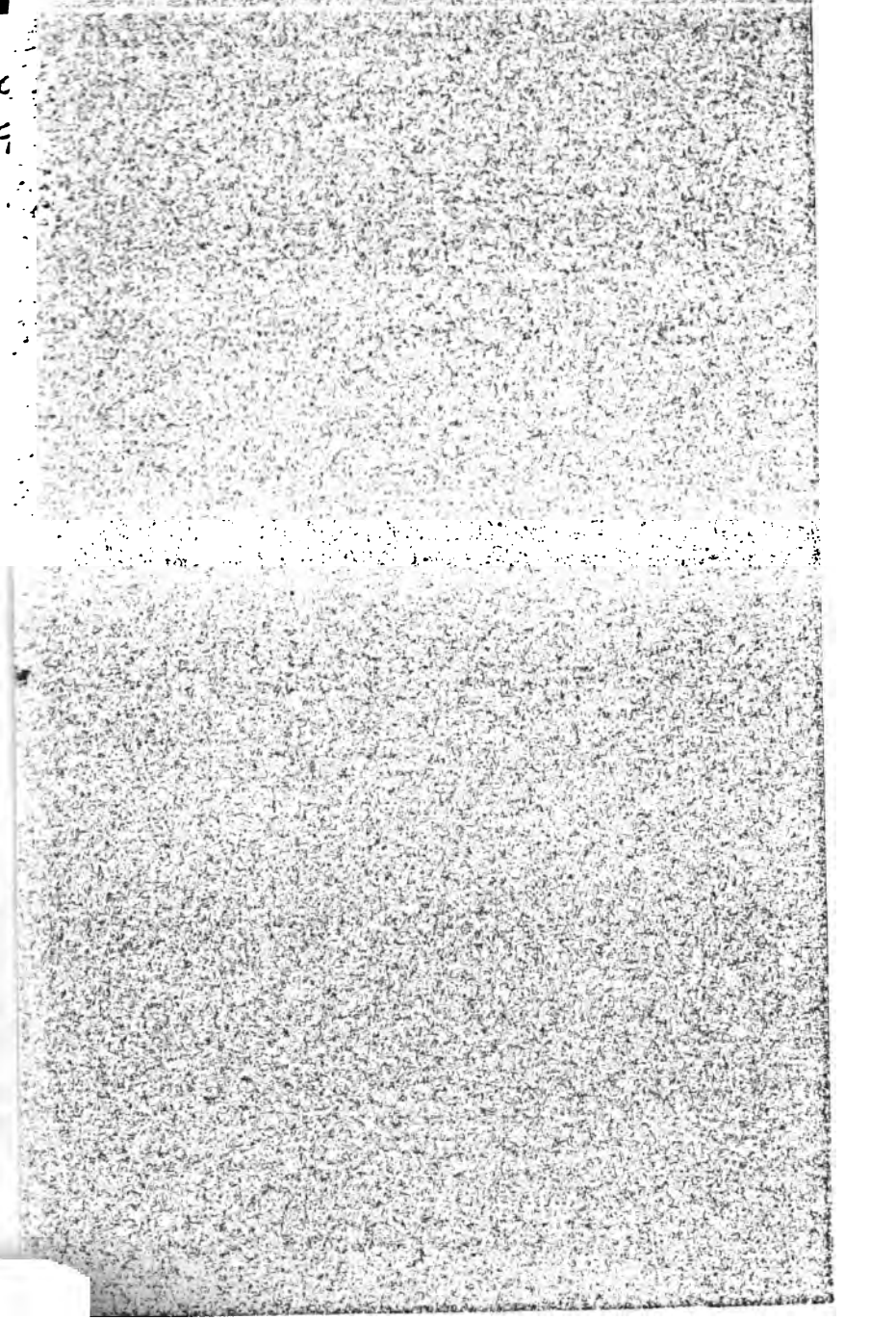
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## **Students' Life and Work**

## PRELIMINARY REMARKS.

Let me now tell you something of these—our students, of whom at this time of the year you see so little, because nearly all of them have left the University, have “gone down” as we call it in academic slang. You may well imagine what a difference to a country town such as this is made by the presence, during term time, of over 3,000 men and more than 300 women students who people the halls and courts of 18 Colleges for men and two (Girton and Newnham) for women. Some of you are now living in rooms which in October will be occupied again by our ordinary students—so you can see with your own eyes the general conditions under which their life is passed.

The technical University term for a student before he has taken his first degree is “undergraduate,” the B.A. and M.A. members of the University are called “graduates.” During the whole of his undergraduate time the student is *in statu pupillari*, as we call it, and is subject to a number of not very irksome regulations. I should like to take this opportunity of reminding foreign students that the English term “student” is very much wider than the German *student* or the French *étudiant*, and a similar remark holds good of the term “scholar.” These terms are often badly rendered or wrongly explained in the dictionaries.\* I shall be glad (at the end of each of my two lectures) to answer

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\* They are properly explained in Cassell's New German Dictionary, London, 1906.

in the Reception Room any question arising out of the matter discussed in them.

The first important point to remember is that our Cambridge undergraduates invariably remain at least three, and in many cases four years at the same University and at the same College. There is no migration from one University to another, from Cambridge to Oxford or to Liverpool or London such as obtains in some continental countries. A Cambridge student proudly calls himself for life "a Cambridge man," or even a "King's man," a "Trinity man," etc., as the case may be.

We have here different classes of students. The ordinary students are either "Poll men" (from the Greek *οἱ πολλοί* "the many") or "Honours men," two very different classes whose numbers are now, however, almost equal, while in former times, as is indicated by their name, the "Poll men" were in a large majority. The "Poll men" in many cases study very little, about 2 or 3 hours a day on an average, and take an easy examination once a year, in order, at the end of the third year, to pass what is called their "Special Examination" and to obtain the "Ordinary degree" of B.A. Not a few of our Poll students are sons of rich men. They are not obliged, nor expected by their parents, to work really hard, and they do not want to do much reading at the University. The chief object of such as these is to pass here a few enjoyable years between their school time and the beginning of their life's work; to make themselves proficient in sports and all manly exercises; to acquire a certain polish of manners and ease in social intercourse, but not to make

themselves proficient in any special branch of learning. They do not as a rule intend to enter any of the so-called "learned professions."

The second class, the "Honour men," after 3 or 4 years of more earnest application to study, or "reading for Honours" as we call it, go in for the higher University examinations, the so-called "Triposes," on the successful passing of which they obtain an "Honours degree." The first University degree is called in the case of Poll and Honour men alike the degree of Bachelor of Arts (B.A.). The "Honour man" is supposed to work on an average every day about 6 to 8 hours, lectures included.

Beside these two chief classes of students we have recently instituted the two classes of "Advanced" and "Research" students. The former, who must come to us from certain approved centres of learning and show that before coming up they have done a certain amount of work of a University type, are allowed to compete for their degree after only two years' residence. They read for their B.A. in the ordinary way by means of a Tripos. The "Research students," who also must possess certain qualifications, are allowed to take the degree of B.A. without going in for any written Tripos examination, merely on the strength of a dissertation which must be reported on by referees and approved by one of the "Faculties," or "Special Boards of Studies" as we call them. "Research students" carry on their researches under the supervision of a "Director of Studies" appointed for each individual student by the Special Board of Studies with which his work is immediately connected.

We have also students from so-called "affiliated" institutions—partly Colonials, especially Indians, who by affiliation of their University or College to the University of Cambridge have obtained the right of residing a shorter time for their degree than our ordinary students.

Lastly we have, sometimes for a term, sometimes for 2 or 3 terms, foreign students. They come from all parts of the habitable globe, but must not be confused with the "Rhodes scholars" who, owing to the munificence of the late Mr. Cecil Rhodes, have scholarships provided for them at his own University on the banks of the Isis. There are now about 150 Rhodes scholars at Oxford.\* At Cambridge we have usually a number of young men from the Continent. Of Germans, for instance, we have especially young students of law, men who have only just left school and come up to the University, and again older students, and sometimes teachers, of modern languages. The number of such men will probably be still increased in the near future, as Prussia and several other German states now allow two semesters spent abroad at a suitable place of learning to count for their examinations.

Apart from these men of all sorts and conditions, of all nationalities and races, of all creeds and from all parts of the world, we have now a very large proportion of able and industrious women students, at present a little over 10 per cent. of the total number of our students (over 300 out of over 3,000). These women are as a rule

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\* See "Oxford and the Rhodes Scholarships," by R. E. Scholz and S. K. Hornbeck. Oxford. Clarendon Press, 1907.

only Honour students reading for a Tripos—no women reading for a Poll degree are admitted. They must reside either at Newnham or at Girton, where as a rule they are expected to stay at least three years. There are, however, occasionally exceptions made in order to meet the requirements of special cases. Women students are practically free to attend all our lectures, and to go in for all our Triposes, but at present they have only the status of welcome guests, but not of ordinary members of the University. They do not wear cap and gown and are not able to take a University degree. The admission of women to University examinations is now about 40 years old, and the experience has been in every respect most satisfactory. Our women students are well on a level with their academic brethren in love of knowledge and devotion to their work. It will interest you to hear that your kind hostess of to-morrow night, Mrs. Montagu Butler, the wife of the Master of Trinity College, was once one of our most brilliant Latin and Greek students and that, as Miss Ramsay, in her examination for the Classical Tripos she was placed higher in the First Class than any man of her year. As a rule at Cambridge men and women students attend the same lectures, where they sit on separate benches. Otherwise they do not come much in contact with one another. They do not at Oxford and Cambridge mix so freely and unceremoniously as they do at Birmingham or in the North English, Scottish and Welsh Universities and University Colleges. Quite recently, however, my own students of German have successfully started a "Society of University Students of German"

in which men and women students meet several times a term in the evening, discuss questions of German literature, sing German songs in chorus, exhibit German objects of interest, and have opportunities of becoming personally acquainted with one another.

Our men are either members of a College or "Non-Collegiate" students ("Non-Colls."). The latter, however, are in a very small minority, forming less than 4 per cent. of the total number of our undergraduates. They are sometimes older and married men, or foreigners, or men of very limited means for whom, for one reason or another, the life at College is not suitable. They are placed under the general direction of a "Censor," who discharges towards them the functions of a College "Tutor."

Before becoming a member of the University the student, as a rule, has to join a College, and his relations with the University till after he has taken his first degree are not managed by himself, but exclusively by his college by means of his tutor. Young men are thus members of a college before they are matriculated and become members of the University.

The relation of the Colleges to the University—a question somewhat perplexing to most of our visitors—is, roughly speaking, about the same as that of the individual American States to the "United States of America," of the various German States to the "German Empire," or of the individual Swiss Cantons to the "Swiss Federation." This means that the Colleges, 18 in number, have each their independent life, income, administration and traditions, but they all pay their



fixed annual quota towards the ever-increasing expenses of the University. A head of a College is not in any way placed under the head of the University as far as the administration of his own College is concerned, but every master of a College has a chance of becoming in his turn, by means of a fixed rotation, the Vice-Chancellor (*Rector magnificus*) of the University.

The choice of a College for a student is usually determined by a number of reasons which it would be too long to enumerate. But it should not be forgotten that, however similar these ancient "houses" may appear to the outsider and the casual observer, to us here most of them are strongly developed individualities, for not one of them is quite like another in spirit and tradition, and some colleges are much more suitable to the tastes and needs of certain students than others. This holds good also in the case of foreign students who wish to join one of our colleges. Careful private information should be obtained before a young man applies to a College for admission.

Hence it follows that the choice of a college is for a student a matter of the very greatest importance. Once admitted he will call himself proudly a member of the College of Milton, Darwin and Skeat—or of Byron, Thackeray, Tennyson, Sidgwick and Thomson—or of Wordsworth and Mayor—or of Harvey—or Macaulay—or Pitt. Before he can be admitted to a College, an entrance examination, not particularly hard, has to be passed by a man who is not a holder of a certificate exempting him from such a test. Beside this test satisfactory references as to personal character must in every case be given by intending members.

In order to become an undergraduate member of the University, by means of a formal matriculation in the Senate House, a young man must have been admitted either as a member of a College or as a Non-Coll. student. His first duty is then to pass as soon as possible the so-called "Previous Examination," if he has not done so before coming into residence, or is not exempted from it by having passed certain equivalent examinations.

In the "Previous Examination"—or "Little-Go" as we call it in our academic slang—an elementary knowledge of Greek is at present still insisted on in the case of all candidates. A proposal to allow a modern language as a humanistic alternative for Greek in the Little-Go was only a few years ago rejected by the Senate.\* Thus both Latin and Greek are at present still compulsory subjects for anyone who wishes to take a Cambridge degree.

The University discipline does not press heavily on the shoulders of our sturdy light-hearted undergraduates. Every student during the whole of Sunday (unless taking a country walk) and after dusk on weekdays is required to observe the medieval custom of wearing academical dress, viz., the tasselled cap and the short gown which is, however, still much longer than the kind of cape-gown (*Studentenkragen*) worn by Oxford undergraduates. Hence Town and University are often contrasted by the terms "town and gown," "townsmen and gownsmen," and a collection of students' poems

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See Karl Breul, *Greek and its humanistic alternatives in the Little-Go*. Cambridge, Heffer and Sons, 1906, 1s. net.

is fitly called "In cap and gown." In general, students are expected to wear cap and gown at lectures and in calling on their professors and tutors. In the laboratories gowns are not worn by the men. Discipline is chiefly maintained by the "proctors" (from "procuratores") whose disciplinary power extends to all persons *in statu pupillari*, i.e., below the rank of M.A. Every evening during term they walk round about the town in their official costume, followed by 2 beadles (called by the students "bull-dogs") who act as the proctors' myrmidons. The proctor stops any offender, asks for his name and college, and, in cases where a University regulation has been violated, imposes a fine. The College discipline again is by no means felt to be irksome. Continental critics are usually quite mistaken in imagining that our students are chafing under an intolerable burden. Some discipline is obviously necessary where hundreds of spirited young men are living together in closest vicinity, but in most colleges the discipline is light and moreover tactfully administered.

It should be noted that University and College education combine to give a man the stamp of a "Cambridge education." Here lies in fact the great difference between Cambridge and Oxford on the one hand and most English, Scottish, and foreign Universities on the other. The latter are mainly, if not exclusively directed to the development of the intellect and to the imparting of knowledge—but Cambridge wishes not merely to instruct but just as much to educate the young men who pass some of the best and most impressionable years of their life amid her stately halls and ancient

courts. Unlike their elder sister, the University of Paris, or their youngest sister, the University of London, Cambridge and Oxford are great centres of learning situated not in the metropolis, but in comparatively small country towns, removed from the noise and bustle of the great world and not even traversed by railway lines. It cannot be doubted that the refining influence of three years' residence at an idyllic country town, amid historic surroundings of surpassing beauty and heart-stirring memories, is one of the most valuable gifts which our venerable alma mater confers upon generation after generation of her sons and daughters.

#### ANTECEDENTS.

A few words will suffice as to the antecedents of our undergraduates. Most students come to us from the great "public schools," from the best "grammar schools" and "high schools for girls." There are also in every year not a few picked boys who come with scholarships from County Council Elementary Schools. Their number has of late years been on the increase and, while the general impression in the country is that the public schools are almost exclusively making the University, it should be noted that the number of able boys coming here with open scholarships from small Grammar Schools is now very considerable. Many men occupying important positions in both ancient Universities have come from very humble beginnings, and it is not yet sufficiently realised in the country at large, and possibly not by all the students attending the

University Extension courses, that our University is open to all youths of ability and studious tastes, and is anxious to attract them and willing to help them financially and otherwise.

Still it is a fact, and one which can easily be accounted for, that the relation between Cambridge and the large public schools is especially intimate. It is not too much to say that a relation of such closeness is altogether unknown on the Continent. The great public schools are mainly staffed by graduates of one of the two old Universities, they submit as a rule only to examination or inspection by the "Oxford and Cambridge Schools Examination Board" (usually called "the Joint Board"), but not to any educational control by other bodies such as the State.\* Many of the most promising boys go from the great schools to Cambridge and not unfrequently return to their old school as masters or headmasters. The kind of life and thought at these schools of the first grade is largely inspired by Cambridge ideals. Thus it happens that a Cambridge student who has come up from Winchester, Harrow, Rugby, or any other school of their type, finds that on the whole his life at the University is but a continuation—on a higher level and with greater elasticity and freedom—of public school life, spirit and traditions. The change for a young man between School and University life is much less abrupt here than on the Continent,

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\* See on this and many other questions concerning the public schools and secondary education in Great Britain generally my book "Die Organisation des höheren Unterrichts in Grossbritannien." München, 1897, 4s. ~~2225 14~~

and if at Cambridge a freshman is not allowed the same amount of boundless "academic freedom" as his continental cousins, he only notices the greater freedom which he now enjoys in an essentially similar existence in College as compared with his life at school.

Many men and women come up as holders of certificates such as the Joint Board "Higher Certificates" or the "Higher Local Certificates" which excuse them from the whole or part of the "Little-Go" and enable them to devote at least three whole years to the special study they have selected. Many are also the holders of school Scholarships or College Entrance Scholarships by means of which they can materially reduce the heavy expenses of their University and College career. I have said before that there is also a number of undergraduates who do not come to us straight from school but are older men from some affiliated college who wish to complete their course of study at our University.

The average age of most men at the time of entry is about 19 years, and they usually stay at Cambridge between the years of 19 and 23. Healthy they come and healthy they leave us, and rarely will you see in the streets of this University pale young men with spectacles or with stooping gait. It is really a great pity that you—and more especially the foreigners among you—are unable to see with your own eyes the fine body of athletic young men streaming about 2 in the afternoon to their splendid playing fields, or rowing, cycling, motoring, riding, running, golfing and taking every possible form of exercise—thus continuing the healthy active life to which they have been accustomed at school,

and reviving the Hellenic ideal of combining physical and intellectual training.

## STUDENTS' LIFE.

### (A.) LIFE IN COLLEGE.

As we have seen before, the Collegiate life is the unique characteristic of our old Universities. As there are no Colleges at the younger Universities, these have perhaps a greater centralisation, but they certainly offer less scope for variety and individuality.

Colleges are islands of different size and nature in the great sea of University life. From their safe anchorage the students venture out with more or less skill into the great current of academic life. The Colleges are the nurseries of athletics and the cradles of life-long friendships. When women were first admitted to our University lectures, Colleges for women—now the two greatest of their kind in England and indeed in the world—were immediately founded, and they are in many ways similar to the best of the men's Colleges. They are not quite like the College depicted as far back as 1847 by Tennyson in his "Princess," but I think that in reality Girton and Newnham, as we have them now after splendid developments of nearly forty years, are far superior to our Cambridge poet's ideal College.

The influence of the Colleges on the thought of most of their members cannot easily be over-estimated. Here our young men see day by day looking down on them from the pannelled walls of their stately hall :

. . . those great old masters,  
 . . . those bards sublime  
 Whose distant footsteps echo  
 Through the corridors of time,

encouraging each new generation that lifts up its eyes to them to unremitting work, deep thought, high aims, and noble deeds, ideals to which in sustained effort their own lives were devoted. The thrill of emotion with which the better of our young men look up to these great leaders engenders a hero-worship in the best sense. Certainly we are proud of the great leaders of thought whose portraits and busts adorn our Colleges and whose names are on our lips—we are not behind even the Chinese in the cult of our intellectual ancestors.

This atmosphere which is created for most of our Colleges by a great past is of inestimable value to a young freshman who on entering a College is at once admitted as a junior member to a circle of great and noble men, researchers and poets past and present—truly a noble privilege carrying for a high-minded youth a correspondingly high obligation.

At the head of each College stands the "Master," called "Provost" at King's, and "President" at Queens'. The collective name for all the masters of the Colleges is the "Heads of Houses." As a rule the young student comes little in contact with him. Of the greatest importance for the student is his College Tutor—every student must have a tutor—a graduate of experience and great influence in the College, who stands to him "in loco parentis" ("in the place of a parent"), and who not only looks after his interests in everything



concerning the University and the lectures, but is always prepared to advise him in any serious case of difficulty and doubt that may trouble him. Besides the "tutor," who is usually not the teacher of the men entrusted to his care, the student comes into contact with a special "director of studies" who is, as a rule, a "College lecturer" in his particular subject. He is sent by the tutor to the "director of studies" in order to obtain from him expert advice as to the best way of arranging his work, about the lectures to be attended and the principal books to be studied each term. The work of the student is regularly supervised by this scholar. There is, I believe, nothing in foreign Universities corresponding to the pretty recent institution of "director of studies." The student sees the "dean" in matters of College discipline, and may come across the College librarian if he is anxious to use the library of his College. We have 18 College libraries beside the large University library, the third largest in the United Kingdom, several departmental libraries (including a Modern Languages Library for the Honour students of German and French), and the "free library" generously placed at your disposal by the town of Cambridge.

The Life in College is a pleasant one. It offers the undergraduate a great variety of interest by means of the numerous College clubs and societies. Rowing is keenly practised in all seasons, and most Colleges have their own smart-looking and well equipped boat-houses on the banks of the lower river. Some Colleges are particularly rowing Colleges, and the life at one of these is most faithfully and amusingly depicted in the charming

little book written by the well-known oarsman R. C. Lehmann under the title "Harry Fludyer at Cambridge," of which there is also a German translation with numerous notes on Cambridge students' life.\*

Fields and paddocks belonging to the different colleges are all the year round available for football, cricket, tennis, hockey, polo, and other forms of exercise. Nearly every student is keen on some kind of sport, and it cannot be doubted that, although in some cases the sporting interests are carried too far to the detriment of good work in study and lecture-room, yet it is of the greatest importance for our men to attain by means of their sports a healthy change from their mental work, an antidote to sluggishness, and a proper equipoise of physical and intellectual activities.

Apart from the athletic clubs there are in most Colleges literary and musical clubs, chess clubs, and there are also some excellent College debating societies, apart from the informal meetings of intimate friends in their College rooms† the best of which have been so graphically described by Tennyson in Section 87 of "In Memoriam."‡

Allow me by way of concluding this lecture to read you part of this exquisite poem in which Tennyson, who once was an undergraduate member of Trinity College, revisits the scenes of his student days and celebrates the memory of his dear comrade Arthur Hallam and other youthful friends. He says :—

\* See the Bibliography on p. 51, No. 29.

† See the "Cambridge Review" April 25th, 1907, "Saturday Night."

‡ Compare also Wordsworth's chapter devoted to his undergraduate days at St. John's College in "The Prelude."

I past beside the reverend walls  
     In which of old I wore the gown ;  
     I roved at random thro' the town,  
 And saw the tumult of the halls ;

And heard once more in College fanes  
     The storm their high-built organs make,  
     And thunder music, rolling, shake  
 The prophet blazon'd on the panes ;

And caught once more the distant shout,  
     The measured pulse of racing oars  
     Among the willows ; paced the shores  
 And many a bridge, and all about

The same gray flats again, and felt  
     The same, but not the same ; and last  
     Up that long walk of limes I past  
 To see the rooms in which he dwelt.

Another name was on the door :  
     I linger'd ; all within was noise  
     Of songs, and clapping hands, and boys  
 That crash'd the glass and beat the floor

Where once we held debate, a band  
     Of youthful friends, on mind and art,  
     And labour, and the changing mart,  
 And all the framework of the land ;

And one would aim an arrow fair,  
 But send it slackly from the string ;  
 And one would pierce an outer ring,  
 And one an inner, here and there ;

And last the master-bowman, he,  
 Would cleave the mark. A willing ear  
 We lent him. Who, but hung to hear  
 The rapt oration flowing free

From point to point, with power and grace  
 And music in the bounds of law,  
 To those conclusions when we saw  
 The God within him light his face,

And seem to lift the form, and glow  
 In azure orbits heavenly-wise ;  
 And over those ethereal eyes  
 The bar of Michael Angelo.

An important factor in the social life of the College is the common "dinner in hall" where the first, second, third, and fourth year men habitually sit together—in the larger Colleges each year at its special table—and gradually get to know each other very intimately. Attendance at dinner during most days of the week is compulsory. Some Colleges have recently established opportunities for common luncheon, attendance at which is, however, voluntary. Some attendance at Chapel

services is expected from members of the Church of England. College debates, occasional smoking concerts, and the annual College concert (in the middle of June during that gay week which is still called what it once was, the "May week") are other social functions of much interest to the members of a College. Some Colleges have recently opened so-called "Common Rooms" for their undergraduate members, where newspapers and magazines may be read; students living in College on the same staircase have many special opportunities of becoming intimately acquainted with one another, of exchanging views, and of helping one another in numberless little needs and difficulties. This is well shown in a little book of Cambridge stories published some years ago under the title of "A Cambridge staircase." [By G. Nugent-Bankes.]

Students of a literary turn of mind, budding poets and essayists, find opportunities of bringing their productions before the members of the College past and present by means of a periodically published "College Magazine" with some attractive title such as "The Eagle," the "St. John's College Magazine." Of College songs there ought to be more; still the members of Caius College have the fine "Carmen Caianum" which is deservedly sung at all their College functions, and the members of St. John's can boast of a highly popular Latin boating song, not to mention others. A handy book comprising all the songs that are sung or deserve to be sung in our Colleges, in fact a "Cambridge Students' Song Book" corresponding to some extent to a German "Kommersbuch" does not yet exist, but it ought to be

compiled, and I hope, with the help of some of our Cambridge musicians and other friends, to produce a volume of this nature before long.

Our Cambridge students' slang, as heard day by day in College rooms and courts, is very interesting—not merely to the philologist—and is well worthy of a monograph though as yet no such work has been written.\* I cannot undertake to sketch it here, and will only say that the slang used by the present generation of our men—it varies very rapidly—is distinguished by shortness and an Esperanto-like uniformity of ending. Thus for *Trip*os one says *Trip*, for pupil—pup, for proctor—prog, for bedmaker—bedder, a freshman is a fresher (also said of women students), a smoking concert is a smoker; breakfast and lunch when taken together by late risers becomes brunch, etc., etc. Or again the students use terms of their own, such as the before mentioned “little-go,” “bulldog,” or “gyp,” the latter denoting the “male bedmaker.” “To be a rabbit” is a term of reproach denoting “a good-for-nothing fellow,” “to have a needle” means “to be in a great state of anxiety about something,” such as an approaching race or examination. These are a few specimens.

Such, in general outline, is the life of our students in College. In most of the larger foundations it is not possible for every member to have rooms in College for the whole of his time of residence. Such men live part of their University time in “licensed lodgings”—but

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\* There is an excellent book on the German students' language by the great etymologist, Friedrich Kluge. It is full of learning and fun. We have so far nothing to match it. [Strassburg, 1895. 2s. 6d. net.]

most students have at least one or two years in College, and all meet daily in hall, and spend a good deal of their time in the rooms of their college friends.

### (B.) UNIVERSITY LIFE.

The students' life in the larger circle of the University is in most respects similar to that in College. Many of the pastimes are the same, only raised to a somewhat greater importance. Thus there are the many University sports in which the picked athletes from the various Colleges compete, where the highest aim is to win one's "blue," the light blue cap and blazer of him who has the much coveted honour of rowing or playing for his University in the inter-University races or matches. "He has got his blue," "He is a blue," are phrases never uttered by our men without genuine admiration.

You may have noticed behind the "Round Church," our ivy-clad "Union Society," a club well worth seeing, where not only a considerable and well-chosen library is housed, where newspapers and magazines (British and foreign) may be read, but above all where on Tuesday nights the weekly parliamentary debates of our budding orators and statesmen are conducted in strict conformity with the rules obtaining in the House of Commons. The students themselves in the spacious debating hall are "the house." The visitors in the gallery are considered to be outside of the house. Every term the members elect their officers. To be chosen "President of the Union" is a much-appreciated distinction. What an excellent schooling this time-honoured institution, which was started in 1815, affords for everything connected

with public speaking and the observance of proper parliamentary forms in the conduct of the most animated debate and the most heated controversy I need not explain in detail. Our "Union Society," where every student who can set forth and defend his views lucidly and convincingly is sure of an appreciative audience, has been and still is the nursery of future parliamentarians, prime-ministers and leaders of the opposition in Great and Greater Britain.

The "Cambridge University Musical Society" is an old and flourishing institution which annually attracts our most musical men, and of which great artists, such as our late well-beloved Dr. Josef Joachim, may be honorary members.

Students with histrionic talents and inclinations for theatricals find scope for the exercise of these gifts as members of two dramatic clubs, the "Amateur Dramatic Club" (A.D.C.) and "The Footlights." Several times a year the members of these enthusiastic clubs give public performances, where they delight their friends by capital productions of comedies, and where especially the students impersonating ladies (for all ladies' parts must be acted by men) usually find warm admirers. If the "Union Society" is the nursery of future statesmen and diplomatists, the A.D.C. may well prove to be the cradle of great actors. Once in 3 years a number of enthusiastic students get up a Greek play. One of the great dramas of Aeschylus, Sophocles, Euripides or Aristophanes is selected for performance in the original Greek; scholars, archæologists, artists, musicians take the greatest interest in its preparation and lend the students every possible



assistance. These performances have always been most successful.

Two weekly Students' magazines, the excellent and long-established "Cambridge Review" and its more frivolous younger sister "The Granta" (the old name for the Cam) offer every possible opportunity to our rising young authors, poets,\* critics and wits. The magazines have usually undergraduate editors, and are almost entirely written by students, although not unfrequently valuable contributions are sent by well-known scholars and resident members of the Senate. The amusing series of letters illustrating Cambridge undergraduate life, "Harry Fludyer at Cambridge" by R. C. Lehmann, was originally published in the columns of the "Granta."

Many of our men regularly practice rifle-shooting and undergo a certain amount of military drill. The "University Volunteers" used to make a not inconsiderable force and were a fine body of patriotic young men. No doubt their successors will not fall below the standard set by them.

Finally I should like to call attention to a fact which is not sufficiently well known, that not a few of our young men take an active part in social and religious work

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\* Cambridge has the honour of being the University of British poets. While Chaucer, Shakespere, Pope and Keats are not connected with any University in particular, and Shelley is claimed by Oxford, Cambridge has been the alma mater of Marlowe, Fletcher, Ben Jonson, Spenser, Milton, Prior, Dryden, Gray, Lord Byron, Coleridge, Wordsworth, Tennyson, and has but recently been the home of such gifted poets as Calverley and J. K. Stephen. See the Bibliography, p. 50, No. 24.

in and around Cambridge. The work which they begin here by teaching and visiting in a number of parishes is often continued by them in "Toynbee Hall," and especially at "Cambridge House" in the South of London, a growing centre for social work done by Cambridge men in the metropolis.\* Several Colleges such as Trinity, St. John's, Clare and Pembroke, have also missions of their own in the poorer parts of London, which are frequently visited in the vacations by undergraduate members of these Colleges.

The cost of living is considerable and much in excess of the amount required for study at the newer English, let alone the Scottish, Universities. Cambridge education is dearer than education at the new Universities because, among other reasons, it includes more: our academic system is inseparable from a certain social system. Of course one can exist and study at Cambridge at a lower amount than that mentioned below if one keeps away altogether from the Collegiate and social life of the place—but that cannot be called living the life of Cambridge. The cost of living varies considerably according to the College selected and the habits of the individual student. It is estimated that for a "pensioner," *i.e.* an ordinary member of a college who pays for board, lodging and tuition it varies from a lower limit of £130 to an average of £150 to £180 for the three terms of the academic year (comprising 22—25 weeks out of 52) but not infrequently rises to very considerably higher amounts. For Non-Collegiate

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\* See the Bibliography, page 49, No. 15.

students the charges are much lower, the estimated average amounting to about £85. Foreigners who do not wish to cut themselves altogether away from the life of the place, who live in College and require some special tuition in English (say £9 a term), ought to allow at least £120 to £150 for the 25 weeks. Lecture fees are not remitted or temporarily postponed, nor do families in the town invite poor students on a certain day of the week to a substantial meal (*Freitisch*) as is still done in certain continental Universities to the advantage, I think, of both parties. On the other hand in the case of "scholars," "exhibitioners," and "sizars" considerable reductions can be made by the College authorities thanks to the munificence of many "pious founders" of scholarships and exhibitions for poor and deserving students. Women students can also receive help in similar ways, although the scholarships are at present much less numerous and, on the whole, of smaller value. Thus, although fees are high as a rule, expenses may be and are in many cases very considerably reduced. There are also a few Colleges or hostels where economy is specially aimed at. Full information about the question of expense and every other question of importance for intending students is contained in the most excellent and thoroughly reliable book "The Students' Handbook to the University and Colleges of Cambridge," which is published annually at the end of September by the University Press and which intending students will do well to consult. In estimating a student's yearly expenses and making calculations as to the necessary yearly allowance it should not be forgotten that most

students are less than half a year in residence, and that consequently the not inconsiderable home-expenses of over six months have to be added to the expenses incurred in term time at the University.

The advice which experience has taught me to give to foreign students who are anxious to pass some time at Cambridge is to come at least from October to March, viz., for two winter terms, and not merely for the short and generally unsuitable May term. Better still to come from the beginning of October till the middle of June, that is to stay for the whole academical year. They ought, if they can possibly afford to do so, to join a College in October and to take a share in all parts of the students' life, and also to take an active interest in the social life of the place. Only by doing this will they learn to know Cambridge well and will derive the full advantage from their stay.

### STUDENTS' WORK.

The work of our students is of course chiefly done in term time. We have three ordinary terms a year—the Michaelmas (or October) term, the Lent term, and the Easter (or May) term. Each of the former two terms extends over about eight weeks during which lectures are given, while in the Easter term there are but 4—6 weeks devoted to lectures, and the last fortnight to examinations and degrees. The ordeal of the examinations is followed by a round of gaieties, balls and concerts in the so-called "May week"—at the beginning of June.

The academic year begins in October, when you may see the freshmen flocking into the town at the very beginning of the month, often brought up quite at the beginning of term to the alma mater by their fond parents, whom we call jestingly "the early fathers." If a student comes up in the preceding Easter term he secures a "bye-term," *i.e.*, a term during which he may begin his studies and make a good start with his work, but which does not count towards his degree. He thus gets a little more valuable time (in addition to another long vacation) in which to prepare for his competitive examination.

During each of the nine terms a student must be in residence for a prescribed number of days in order to "keep his term" so that it may count for his examination. He cannot go in for it except after a definite number of terms have been "kept."

There exists also a fourth—but unofficial—term, our "Long vacation term," which is of 6—7 weeks' duration. Some of our students, especially science men who cannot work so well at home away from laboratories, like to come up for quiet work. It does not count towards the number of terms required for qualifying for a degree. There are but a very few formal lectures given here during July and August, and about the end of the third week of August the last long vacation term students, whom you still see about, will leave the University, and then for a few weeks the absolute quiet of vacation time will reign supreme in our halls and courts.

The lectures, which usually last 50 to 55 minutes and are attended by the men in cap and gown, the

lecturers being also in academic costume, are of different kinds.

There are first of all the "University Lectures." These are open to all members of the University without distinction, and also to our women students from Girton and Newnham. They are given by the University Professors, Readers and Lecturers. The lecture rooms are scattered all over the town. We do not yet possess one great noble building well provided with lecture rooms for all the different subjects that do not require special laboratories. Hence the often-heard question of the puzzled visitor: "We see Colleges everywhere is abundance—but where is the University?" The University is with us a kind of ideal—it is everywhere, wherever the work of the place is done—but there is as yet no visible central point of all studies such as exists in all the continental Universities. The University Church—Great St. Mary's—is officially considered to be the centre of the University.

By the side of the University lectures, which are open to all students, there are numerous "College lectures" given by the "College lecturers" to members of their own College only, or confined to members of several Colleges who combine for the purpose of providing certain courses of instruction for their men. In such cases the lectures are called "Intercollegiate" lectures. University as well as College lecturers—the latter being in some cases women—impart scientific instruction, sometimes of a highly specialised character. Foreigners, and especially German students, will therefore note that the term "Lecturer" should not be translated by

"Lector." An easy survey of all the lectures proposed to be given during the three terms of any academical year may be obtained by looking through the official "List of Lectures" published every term in the official "University Reporter." The paper may be bought for 3d., and here you can see at a glance the enormous bill of fare which is offered to the men hungry for knowledge, and which is sure to satisfy the most ravenous appetite.

The attendance of students at lectures is in many cases carefully controlled. They have to hand in so-called "lecture cards" signed by their tutors, and with regard to the choice of lectures there is not nearly so much "academic freedom" allowed to our men as is granted to their continental brethren\* who are under the "elective system" and may attend whatever lectures they like or consider profitable. Students at Cambridge are much more controlled and supervised, but also much more encouraged and directly and indirectly helped in their work than the members of most foreign Universities. The College system lends itself admirably to giving individual attention to the needs of each of its members; in fact this is considered by many educationists to be the strongest argument in its favour. They hold that nothing is more helpful, more beneficial and truly educative for young students than the immediate contact and the intimate personal intercourse with

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\* See Friedrich Paulsen, "German education, past and present," translated by Theodor Lorenz, London, 1908, 5s.; and also Friedrich Paulsen, "The German Universities and University Study," translated by Frank Thilly and W. W. Elwang, with prefaces by F. Thilly and M. E. Sadler, London, 1906. 15s. net.

and regular advice obtained from men of a more mature mind. Abroad such help is given to some extent in the so-called "Seminare," but these do not afford exactly what is afforded by the student's private work with his College teacher where difficult and perplexing questions are fully talked out, quite apart from the fact that only the best foreign students are admitted to membership of these highly advanced classes and the weak ones are left out in the cold.

Apart from University Lectures, College Lectures and practical work in Laboratories, many students avail themselves largely of the help of private tutors. Private tuition, or "coaching" (a most expressive term!), is taken by some men for a time only or in order to work up some special subject, but not a few prefer to read with private tutors two or three times a week during all the time they are up at the University. In some subjects this extra, individual help—if rightly given and taken—is of great value and really more useful to men of a certain type than attendance at some of the ordinary expository lectures. The continental "Seminare" in which a limited number of advanced students are trained for original research under the guidance of eminent professors are, generally speaking, unknown here. They are hardly possible under the present system of examinations. Original work is not done by our ordinary undergraduates, but only by some specially gifted B.A.'s, and research work is thus at Cambridge really post-graduate work.

The private reading of our students is also, as a rule, suggested and controlled by the "directors of studies."



Points of difficulty are frequently discussed in full with the lecturers, and for this reason Cambridge Honour students know their lecturers better, and are in turn better known by them, than is the case in most foreign Universities. Thus the Colleges efficiently co-operate in the instruction given by the University.

In the vacations our students often form small "reading parties," either for themselves or under the guidance of an inspiring teacher. They go to the seaside or to the mountains, and sometimes even abroad, and for a period of four or five weeks they work in the morning, and sometimes also in the evening, while the whole afternoon is given up to excursions or any kind of exercise in pleasant surroundings. Such parties may be as profitable to the men as they are enjoyable—I have in former years more than once taken Cambridge students of German for a reading party to the finest part of the Black Forest, where a good deal of work was done by the members of the party, but where at the same time the men studied under my direction South German life and manners, and even learned something of the interesting Alemannic dialect spoken round the Feldberg. Science students, as I have said before, often come up for work in the laboratories during part of the long vacation, while modern language students are generally advised to spend at least one long vacation abroad in a refined family in which they have good opportunities for speaking and are the only foreigners received at that time.

The reward of all this work—I mean the outward visible reward, apart from the highest and best, the inner

satisfaction—is to be found in our various degrees, our many prizes, studentships, scholarships provided by “pious founders,” and above all in the valuable fellowships at our Colleges. The father of German and Germanic philology, Jacob Grimm, who died a bachelor in the house of his beloved brother Wilhelm, once expressed a wish of being, if such a thing were possible, a “Protestant monk,” a “monk without monkery”—such is exactly the enviable position of many a College “fellow,” a graduate student “on the foundation of his College,” who is allowed a certain share in the College income for a number of years, and in certain cases for life.

Nowhere to my knowledge has the delight felt by a true student in his quiet congenial work at Cambridge found a more eloquent and truly poetic expression than in the words of Dr. Frazer, Fellow of Trinity College, the learned author of that most fascinating book on a problem of comparative religion “*The Golden Bough*.” I cannot forbear quoting them as a fit conclusion to my general remarks on the life and work of our men, at the same time as being a fine prose counterpart to the lines from Tennyson’s “*In Memoriam*” quoted before. He writes—from and about Trinity College:

“The windows of mystudy look on the tranquil Court of an ancient College, where the sundial marks the silent passage of the hours, and in the long summer days the fountain splashes drowsily amid flowers and grass; where, as the evening shadows deepen, the lights come out in the blazoned windows of the Elizabethan hall, and from the Chapel, the sweet voices of the choir, blent with

the pealing music of the organ, float on the peaceful air, telling of man's eternal aspirations after truth and goodness and immortality. Here, if anywhere, remote from the tumult and bustle of the world, with its pomp and vanities and ambitions, the student may hope to hear the still voice of truth, to penetrate through the little transitory questions of the hour to the realities which abide, or rather which we fondly think must abide, while the generations come and go. I cannot be too thankful that I have been allowed to spend so many quiet and happy years in such a scene."

Thus wrote one who tasted in quiet unremittent pursuit of his favourite studies the joys of the garden of Eden. But we all know that before the gates of the "paradiso" are opened to us we ordinary mortals have to pass through the trials of the "purgatorio"—the purgatory being in this particular case the various more or less formidable examinations which candidates have to pass before they can be admitted to degrees, and having come of age in the world of science, are at last allowed the leisure to think their own thoughts and pursue their own chosen studies.

#### EXAMINATIONS.

All our examinations—like most British examinations—are competitive. They bear largely on prescribed books and clearly specified subjects which at Cambridge are announced by the Special Board of Studies several years before the examination. Most of our examinations are exclusively written tests, requiring answers to printed

papers, each containing a number of questions to be dealt with in three hours' time. There is at present very little required in the way of an oral test. It is true that science students have certain compulsory oral and practical examinations, and oral tests are also very properly required in the Medieval and Modern Languages Tripos examination ; but students of classics, history, philosophy, etc., are not subjected at Cambridge to any oral test whatsoever. Nor is, except in a few rare cases, a dissertation required from candidates. The examination papers, containing the questions set in each year, are printed by the University Press\*—they are the same for every candidate of the same year and standing, and as a rule allow little scope for showing individual knowledge. The answers sent up to the examiners (who are often professors of other Universities and do not see the candidates at all) are carefully marked, and the successful candidates are grouped into classes (usually three) on the strength of the marks obtained. There are separate lists for men and women. All Honours Examinations (Triposes and those leading up to Triposes, the "Intercollegiate examinations" in the various subjects, usually called "Mays") take place only once a year—in May or June, when every candidate, man or woman, who began studying in a certain year is required to go in for the test. Students must take their final examination not later than at the end of their third

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\* After the examination is over the papers set are published in booklets and may be ordered through any bookseller. Thus educationists may obtain an easy survey of the standards required in the various examinations.

year—idle men who at the end of nine terms are not ready to present themselves for their examination are not tolerated any longer in College or at the University, but are “sent down.” Thus they must try or go. Whoever is “plucked,” that is to say whoever fails altogether in his examinations is obliged to leave the University without a degree, for the draconic regulation ordains that a man who has once been rejected can never present himself again at Cambridge for the same examination. Nor can he ever at a later date by means of better performances in an examination obtain a higher class as is possible in some foreign countries. The results of our examinations are published in the form of “Class Lists,” from which they are reprinted the next day in all the leading newspapers all over the country, and also officially in the “Cambridge University Reporter.”

Success in these final Honour examinations only leads to University degrees and University and College emoluments, but does not secure for the successful candidate any State appointment or any guarantee of professional employment. It merely denotes academic distinction and may thus be compared to the doctor's degree of foreign Universities which likewise does not secure any State appointment.

It is a curious fact, and one which strikes every foreigner, that in Great Britain a University education and success in passing higher University examinations are not expressly required for admission to the higher professions or for obtaining posts in the Civil Service. In most continental countries the future lawyer, doctor, civil servant, clergyman, must have studied 3—4 years.

at a State University—in Great Britain such men often merely go through courses of an essentially practical training at certain recognised institutions such as Law Schools, Hospitals, Theological Training Colleges, or even work exclusively for a time with a crammer.

In addition to degrees, certificates or diplomas secured by students who are successful in their examinations, there is a certain institution in this country which is not known abroad to the same extent, and which has become a great trouble and nuisance—I mean the private “testimonial.” These “testimonials” written on ordinary note paper in form of a private letter take the place, at least to some extent, of the foreign official testimonials and documents. They are constantly asked for and can in most cases not well be refused.

#### DEGREES.

All the ordinary degrees that are obtained by Cambridge men on the strength of their Poll or Honours examinations are conferred in the Senate House by the Vice-Chancellor on behalf of the University. The time when these degrees are given is the middle of June. Honorary degrees are conferred on distinguished persons at other times of the year too, but the recipient must come to Cambridge to take his degree, it is not given “in absentia.” Women students who are at present welcome guests but not members of the University are not admitted to the degrees of the University but receive diplomas in which their Tripos and the class obtained in it are mentioned and officially attested. The men are

taken to the Senate House and introduced to the Vice-Chancellor by the prælectors of their respective Colleges. They are led up to the dais where the Vice-Chancellor sits, surrounded by the Proctors and other officials, in batches, four at a time, each holding one finger of the presenting prælector. One after another kneels down before the Vice-Chancellor who puts his hands over those of the candidate in the way of the medieval liegeland receiving the homage of a vassal and admits him to the degree by speaking a short Latin formula. The usual degrees conferred are those of B.A. (Bachelor of Arts—there is no B.Sc., Bachelor of Science, at Cambridge), of M.A. (Master of Arts), three years after the degree of B.A. has been obtained, without any further examination, merely on payment of a fee to the University (which is different from the practice of the Universities of London, Birmingham, Manchester and others), of Litt.D. (Doctor of Literature), Sc.D. (Doctor of Science), and other degrees in the faculties of Divinity, Law, and Medicine. The necessary details are found in the "Student's Handbook," the "University Ordinances," and other books (see the Bibliography). The recipients of degrees wear in the Senate House, in addition to their gowns, hoods that are prescribed for the degree, viz., the white rabbit skin hood for the degree of B.A., the white silk hood for the degree of M.A., and in all cases the characteristic white bands. All this and the whole ceremony of degree taking may be seen on a number of picture post cards which you can examine in the Reception Room, at the stall of Mr. Gray, or obtain at his shop (Trinity Street), or at other local stationers.

In the case of B.A.'s residing in the Colonies who are anxious to take the degree of M.A. it has been provided that they may take it by proxy, that is by the prælectors of their respective Colleges, who in this case are called "the fathers." Thus one may see "the father of Christ's" kneeling before the Vice-Chancellor and thus obtaining the degree for an old pupil who was once a member of Christ's College. The degree of a doctor (Litt.D., Sc.D., etc.) is at Cambridge not granted to comparatively young men on the strength of a searching oral examination and a thesis giving the results of original research, as is the case in other English and also in foreign Universities. It is granted without any examination whatever to more mature men of a certain scientific and literary standing whose contributions to science (usually more than one) are considered to be sufficiently important to entitle them to be admitted to the degree of doctor in their subject. They have to apply to the Board of Studies with which their work is most nearly connected, mentioning the work or works on which their claim to the degree is chiefly based. The Board appoints referees, and decides according to the confidential reports received from these men, who are in every case of recognised authority in the particular subject.

A man who has taken his degree is a "graduate," and if he has taken the degree of M.A. and keeps his name (by means of an annual contribution) on the books of the University he is entitled to a vote in the Senate. Thus he secures a share in the administration and the educational policy of the University. In the case of



important controversial questions, such as the granting of degrees to women or the abolition of compulsory Greek in the Little-Go, hundreds of non-resident M.A.'s will come to the University in order to record their vote. Thus you see that the old members of the University who are not really doing the scientific and educational work of the place and are free from any direct responsibility have here a most far-reaching opportunity of influencing the educational policy of Cambridge.

#### CAMBRIDGE STUDENTS IN AFTER LIFE.

Most students leave the University at the end of three or four years after they have taken their first degree, but many of the best remain at Cambridge as elected "fellows" of their College, where they find many openings for their talents in the capacity of lecturers, researchers, directors of studies, and tutors. College and University posts, which are offered to the pick of the Honour students, afford indeed excellent opportunities for our gifted young men, and it is unfortunate that they do not exist abroad.

Some of our best scholars, if they are also good speakers, become for a time University of Cambridge Local Lecturers, Extension Lecturers to whom during the winter months many of you have no doubt often listened with pleasure and profit in your respective centres.

Many go out as Civil Servants, or into the Church, the Army, into political life, or into the medical or the legal profession. Others devote their lives to teaching,

and others enter the higher branches of practical or commercial life.

The "Cambridge University Appointments Board" yearly finds suitable posts for hundreds of our young graduates. It is a body which enjoys the greatest confidence in Great Britain and the Colonies.

#### CONCLUSION.

From what I have said in these two lectures you see that in several respects, but above all in its Collegiate system, the University of Cambridge differs essentially from the North English and Scottish Universities, while in many respects it is very similar to its sister University on the banks of the Isis. Those who know Oxford well, know necessarily much of Cambridge, and vice versa. The novelists are quite right in calling an ideal old and fashionable University either "Oxbridge" or "Camford." And yet, if they are much alike to each other as compared with all other British Universities, Oxford and Cambridge are alike only in the main features of their institutions, while everywhere, in detail and also in terminology, they are slightly different. They are, so to say, both "blue" as compared with all other colours, but on closer inspection you will soon notice that each University has its own characteristic shade of blue—in fact that the one is light and the other dark blue.

The difference between Cambridge students and Continental students is naturally still greater. The residential and Collegiate system, the tutorial system, the

obligation "to keep terms," the constant supervision and control of the exactly prescribed work of the students by tutors, directors of studies, and coaches, the large proportion of time and thought that is ungrudgingly given to athletic sports and social life and work, the peculiar arrangement of our examinations and degrees, the picturesque academic costume and the conditions under which it must be worn—these and many other points are specially prominent. In its relation to other British Universities, Cambridge has always taken a leading position, and a very large proportion of professors and prominent teachers at the newer Universities have received their first training at Cambridge. This holds good in quite an exceptionally high degree of the University and College teachers of Medieval and Modern Languages.

Thus it is clear that Cambridge men have taken a great and noble part in shaping the life and destinies of the nation. What they learned in our lecture rooms, in our College halls and on our playing fields, they have successfully applied in that great world of British life and influence into which they passed out from our quiet University town. Cambridge has had a glorious past of more than six and a half centuries—it is doing great work with keen devotion to its manifold tasks at the present time—and we are all confident that its noble career will be continued and its influence spread ever more widely for many centuries to come.

I sincerely hope, ladies and gentlemen, that I may have succeeded in providing in these lectures a text on

which you will comment during the next month and in initiating you to a proper understanding of this ancient seat of learning that is yet so open to new ideas and new experiments and that has been the cradle of the University Extension movement. In it you are all now students, extraordinary students if I may say so. You have come to us for a few summer weeks from all parts of Britain, nay, from all parts of Europe. You are eager to learn, anxious to understand. A proper understanding will lead to a true appreciation. Mutual free intercourse at Cambridge between all kinds of earnest students from all countries of Europe (of whom, to my mind, they are here the unofficial ambassadors) will, I trust, help to promote a fuller understanding, a more sympathetic feeling and a readier comradeship between the enlightened spirits of those nations who in our twentieth century are clearly destined not to look at one another any longer with feelings of jealousy and suspicion, but whose best interests—if they will but see them in the right light—urgently require them to overcome resolutely old distrusts and misunderstandings, to join hands and to become earnest fellow-workers in the great field of modern European civilisation.



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4. THE STUDENT'S HANDBOOK TO THE UNIVERSITY AND COLLEGES OF CAMBRIDGE. Cambridge: University Press. (Yearly at the end of September. Particularly to be recommended to intending ordinary students). 3s. net, postage 4d.
5. ADVANCED STUDY AND RESEARCH IN THE UNIVERSITY OF CAMBRIDGE. A Guide for Students, compiled by Donald MacAlister, 1896. New Edition. Cambridge: University Press, 1903. (Indispensable to intending advanced and research students). 6d.
6. THE CAMBRIDGE UNIVERSITY CALENDAR. Cambridge: Deighton, Bell and Co. (Yearly at the beginning of October. Very useful and reliable). 7s. 6d. net., postage 6d.

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\* The Bibliography includes the principal books of reference for the history of the origins of the University, the statutes and ordinances by which it is governed, its present position and needs, the architectural history of the University and its constituent Colleges, etc., because it was thought that information about the best books and articles would be welcome to readers of these lectures.

7. **THE BOOK OF MATRICULATIONS AND DEGREES.** A catalogue of those who have been matriculated or admitted to any degree in the University of Cambridge from 1851 to 1900. Cambridge: University Press. 15s.
8. **J. BASS MULLINGER.** *The University of Cambridge, from the earliest times to the Royal Injunctions of 1535.* Cambridge: University Press, 1875. 12s. A second volume was published by the same author under the title: *THE UNIVERSITY OF CAMBRIDGE FROM THE ROYAL INJUNCTIONS OF 1535 TO THE ACCESSION OF CHARLES THE FIRST.* Cambridge. University Press, 1884. (These two volumes are the most comprehensive and reliable work on the early history of the University). 18s.
9. **J. BASS MULLINGER.** *The History of the University of Cambridge.* London, 1888. (A most useful concise history up to the eighties of last century. This book is now out of print. It is hoped that the new edition will be augmented by a chapter bringing the history down to the present time).
10. **HASTINGS RASHDALL.** *The Universities of Europe in the Middle Ages.* Three volumes. Oxford: Clarendon Press, 1895. (A very learned and interesting account of the origins of Oxford and Cambridge). £3 3s. net.
11. **THE CAMBRIDGE HISTORY OF ENGLISH LITERATURE.** Vol. II., 349—599. Cambridge: University Press, 1908. (Contains a good short account of the origin of the Colleges and the instruction given in early times at the University). 9s. net.
12. **C. WORDSWORTH.** *Scholæ Academicæ.* Some account of the studies of the English Universities in the eighteenth century. Cambridge: University Press, 1877. 10s. 6d.
13. **R. D. ROBERTS.** *Eighteen Years of University Extension.* Cambridge: 1891. (Useful for the early history of the Extension movement, in which Cambridge was the pioneer). 1s.
14. **EDUCATION IN THE NINETEENTH CENTURY.** Lectures delivered in the Education Section of the Cambridge University Extension Summer Meeting in August, 1900. Edited by R. D. Roberts. Cambridge: University Press, 1900. (Much information about the part taken by Cambridge in the national education). 4s.
15. **THE CAMBRIDGE MISSION TO SOUTH LONDON.** *A Twenty Years' Survey.* Edited by A. Amos and W. W. Hough. Cambridge: Macmillan and Bowes, 1904. 2s. 6d. net.
16. **ENDOWMENTS OF THE UNIVERSITY OF CAMBRIDGE.** Edited by J. W. Clark. Cambridge: University Press, 1904. 10s. 6d. net.

17. REPORT OF A MEETING HELD AT DEVONSHIRE HOUSE ON 31st January, 1899, to inaugurate the CAMBRIDGE UNIVERSITY ASSOCIATION. Cambridge, 1899. (Important speeches about the urgent necessity of a re-endowment of the University).
18. STATEMENTS OF THE NEEDS OF THE UNIVERSITY. Cambridge: University Press, 1904. (Reliable. Published by the Cambridge University Association).
19. A PLEA FOR CAMBRIDGE. (Important article contributed to the *Quarterly Review*, April, 1906, on behalf of the Cambridge University Association, in which the work of Cambridge for the nation and her present needs are forcibly set forth).
20. THE CAMBRIDGE UNIVERSITY REPORTER. (At irregular intervals, at least once a week during term. The official organ published by authority. It contains appointments, reports, discussions, graces, class-lists, etc.) 3d. a number.
21. THE CAMBRIDGE REVIEW. (Weekly in term time. A students' paper. 6d. a number). Cambridge: E. Johnson.
22. THE GRANTA. (Weekly in term time. Another students' paper. 6d. a number). Cambridge: Spalding.
23. THE OXFORD AND CAMBRIDGE REVIEW. Since April, 1907. (Three numbers a year. A serious periodical on University questions). London. 2s. 6d. net the number.
24. SOME CAMBRIDGE POETS AND POETRY. (Article, with illustrations, in "The Bookman," April, 1908). London. 6d.
25. J. SCHIPPER. Beiträge und Studien zur englischen Kultur- und Literaturgeschichte. Wien and Leipzig, 1908. (Essay II. deals with the two ancient English Universities).
26. KARL BREUL. Das wissenschaftliche Studium der Neueren Sprachen an der Universität Cambridge. (Articles in "Englische Studien," XII. (1888), 244—599, XIII. (1889), 153—599, and XVIII. (1893), 43—62. Some things set forth in these essays are now superseded by the new regulations that will come into force in 1909, but a great deal still holds good).
27. KARL BREUL. Die Frauencolleges an der Universität Cambridge. (Article in the "Preussische Jahrbücher," 1891, pp. 30—61, the chief facts of which are still correct, although the statistics and details require revision).
28. KARL BREUL. Cambridge. (Article in "Berliner Akademische Wochenschrift," 1907, No. 14. An enlarged and improved issue may be obtained for 6d. net (or 7d. post free) from Messrs. Bowes and Bowes, Trinity Street, Cambridge), and Oxford. (in "Berliner Akademische Wochenschrift," 1907, Nos. 35 and 36, with a full bibliography and critical notes on older German books on the subject).



29. R. C. LEHMANN. Harry Fludyer at Cambridge. London : Chatto and Windus, 1904. (There is a German translation of this book, with notes on Cambridge students' life, in Reclam's Universal-Bibliothek. Leipzig. Nos. 3079-80. There are many other amusing stories of Cambridge student life which cannot be enumerated in this place).
30. R. WILLIS AND J. W. CLARK. The Architectural History of the University and of the Colleges of Cambridge and Eton, by the late Robert Willis, . . . , edited with large additions and brought up to the present time by J. W. Clark. Cambridge : University Press, 1889, 4 vols. £4 4s. net.
31. J. W. CLARK. Cambridge. Historical and Descriptive Notes. London : Seeley, 1902. 2s. net.
32. J. W. CLARK. A Concise Guide to the Town and University of Cambridge. Cambridge : Bowes and Bowes. 1s. net. (Very useful, many editions.)
33. T. D. ATKINSON. Cambridge described and illustrated. With an Introduction by J. W. Clark. Macmillan, 1897. (In two parts, the first devoted to the Town, and the second to the University. This is the only book giving fully the history of the former, from the earliest times.) 12s. 6d. net.
34. THE COLLEGE MONOGRAPHS. Edited and illustrated by Edmund H. New. London. Dent. 2s. net. (Not all the Colleges have so far been treated in this Series).
35. HISTORIES OF THE COLLEGES OF CAMBRIDGE, 1898—1906, with illustrations, each 3s. net. Clare, Gonville and Caius, Trinity Hall, Corpus Christi, King's, Queens', St. Catharine's, Jesus, Christ's, St. John's, Magdalene, Emmanuel, Sidney, Downing, Peterhouse, Selwyn.
36. On the etymology of the name "Cambridge" see the article of the Rev. Dr. W. W. Skeat, CAMBRIDGE REVIEW, Jan. 30, 1896, reprinted in A STUDENT'S PASTIME, 7s. 6d. net. Clarendon Press, 1896.

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Readers of the present lectures will find the following books and articles especially useful : 4, 9, 25—29, 31—32.

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## AIM OF THE LECTURE.

### PRELIMINARY REMARKS (6—15).

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### STUDENTS' ANTECEDENTS BEFORE COMING UP (15—18).

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### STUDENTS' LIFE (18—31).

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(b) At the *University*: University Sports—Union Society—Musical Society—Clubs—A.D.C. and Footlights—Writing (*Cambridge Review*, *Granta*)—Volunteers—Social Work.

(c) *The cost of living*. It varies greatly according to Colleges and men (pensioner, scholar, exhibitioner, sizar, fellow-commoner)—some rough estimates—length of the academical year—advice to foreign students.

### STUDENTS' WORK (31—38).

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(b) In the *vacations*: Reading parties—Residence abroad—Long-vacation term.

(c) Hours of work in term time for Honours men and Poll men.

**EXAMINATIONS (38—41).**

They are competitive, mostly written, answers to printed papers, rarely dissertations; printed papers are subsequently for sale; examinations bear largely on prescribed books and subjects, they take place periodically at fixed times for Honours and Pass Candidates, results published as Class-lists.

These examinations only lead to University degrees and emoluments, they do not guarantee any state appointments. University education as such is not expressly required for entering the higher professions or obtaining posts in the civil service.

**DEGREES (41—44).**

B.A. (not B.Sc.), M.A.; Litt.D. and Sc.D.; other degrees; women do not receive degrees; privileges by degrees; when, where, and how degrees are conferred.

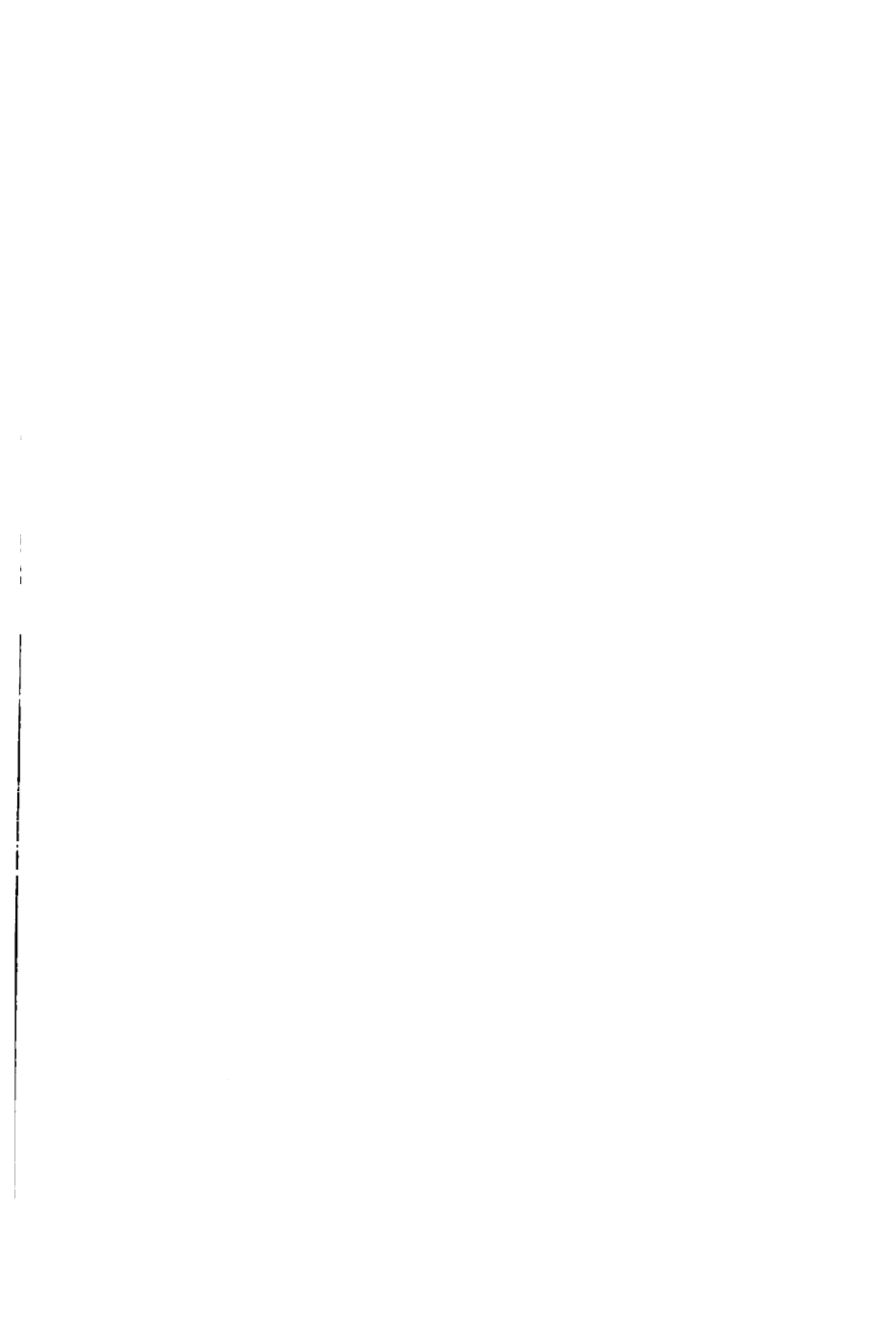
**CAMBRIDGE STUDENTS IN AFTER LIFE (44—45).**

Many remain at the University as fellows of colleges, tutors, teachers, researchers—Some become University of Cambridge Local Lecturers—many go out as Civil Servants, enter the learned professions, become politicians, etc.—The University Appointments Board.

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